



Getting Them All Engaged:

**Inclusive Active Participation
in Secondary Classes**

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Active Participation - Why?

- Opportunities to respond related to:
 - Increased academic achievement
 - Increased on-task behavior
 - Decreased behavioral challenges

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Active Participation - What?

Opportunities to Respond

Verbal Responses

Written Responses

Action Responses

All Students Respond. When possible use response procedures that engage all students.

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Active Participation

Think Pair Share

What are ways that students can respond in a lesson?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



Active Participation

■ Think

- Have students think and record responses.
- As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.

■ Pair

- Have students share their ideas with their partners. Have them record their partner's best ideas.
- As students are sharing, continue to record ideas on the overhead.

■ Share

- Use the transparency for sharing with the class.



Verbal Responses - *Choral Responses*

(Use when answers are short & the same.)

- **Students are looking at the teacher.**

- Ask a question.
- Put up your hands (teacher) to indicate silence.
- Give thinking time.
- Lower your hands as you say, “*Everyone.*”

OR

- Simply use a vocal command. “*Everyone.*”

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Verbal Responses - *Choral Responses*

- **Students are looking at their own book/paper.**

- Ask a question.
- Use an auditory signal (“*Everyone.*”).

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Verbal Responses - **Partners** *(Use when the answers are long or different.)*

■ Partners

- Assign partners.
- Pair lower performing students with middle performing students.
- Give partners a number (#1 or #2).
- Sit partners next to each other.
- Utilize triads when appropriate.

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Verbal Responses - **Partners**

■ Other hints for partners

- Teach students how to work together. LOOK, LEAN, LISTEN, and WHISPER.
- Explain that partners are not related to 'friendship' but better matched to 'work relationships'.
- Change the partnerships occasionally (every three to six weeks).
- When you wish to use cooperative teams, join two partnerships.

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Verbal Responses- *Partners*

Uses of partners. Have students:

1. Say answer to partner. Provide a sentence starter.
2. Retell content of lesson using a graphic organizer.
3. Review information with their partner.
(Teach-Pause OR Study, Tell, Help, Check)
4. Brainstorm **(Think, Pair, Share)**.
5. Explain process, strategy, or algorithm using examples to their partner.
6. Complete a experiment or project with their partner.
7. Read to or with partner.

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Verbal Responses- *Partners - Study-Tell-Help-Check*

- Study** - Give students an opportunity to **study** their notes, handout, or textbook (1 or 2 minutes).
- Tell** - Direct one member of the each partnership to **tell** their partner all they can remember about a topic without consulting any materials.
- Help** - Have their partners **help** them out by asking them questions, giving them hints, or telling them any missing information.
- Check** - When both partners have exhausted their recall, have them **check** their notes, handouts, or textbooks for any missing information.

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Verbal Responses - *Individual Turns*

■ Less desirable practices

#1. Calling on volunteers.

Guidelines:

- Call on volunteers when the answer is a product of personal experience.
- Don't call on volunteers when the answer is a product of instruction or reading. Instead expect that all students could answer your question.

#2. Calling on inattentive students.

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Verbal Responses - *Individual Turns*

■ Option #1 - Partner First

- Have students share answers with their partners.
- Then call on a student.

■ Option #2 - Question First

- Ask a question.
- Raise your hands to indicate silence.
- Give thinking time.
- Call on a student.

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Verbal Responses- *Individual Turns*

- **Procedures for calling on students to insure that all students are involved.**

Procedure #1 - Call on students in different parts of the room.

Procedure #2 - Write names on cards or sticks. Draw a name.

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Verbal Responses - *Individual Responses*

Option #3 - Whip Around or Pass

- This strategy is best used when there are many possible answers to a question.
- Ask the question.
- Give students thinking time.
- Start at any location in the room. Have students quickly give answers going up and down the rows without commenting. Students are allowed to pass if they do not have a response or someone has already shared the same idea.

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Written Responses

■ Written response

- Gauge the length of the written response to avoid “voids”.
 - Make the response fairly short OR
 - Make the response “eternal.”
- Have students write responses on paper, post-its, graphic organizers, journal pages, slates, etc.

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Written Responses - Response Slates

■ Response Slates

- Give a directive.
- Have students write their answers on individual whiteboards, slates, or chalkboards.
- When adequate response time has been given, have students display their slates.
- Give feedback to students.

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Written Responses - Response Cards

Response cards

- Have students write possible responses on cards or paper or provide them with prepared cards.

Examples:

Generic responses: Yes, No; Agree, Disagree; True, False; A, B, C, D

Punctuation Marks: . ! ? , " " ;

Vocabulary Terms: perimeter, area

Vocabulary Terms: elude, intention, reluctant

- Ask a question.
- Have students select best response.
- Ask students to hold up response card.
- Carefully monitor responses and provide feedback.
- NOTE: Electronic "clickers" are the high tech version of response cards.

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Action Responses

▪ Act out.

- Act out story, concept, historical event, etc.

▪ Gestures

- Students use gestures to indicate answer or to facilitate recall of process.

▪ Facial Expressions

- Example: This word is **despondent**. When you feel very low from the loss of hope, you feel **despondent**. If you have lost all hope and feel very low, you are _____. If you lost your job, all of your savings, and your home, you would feel _____. Show me with your body and face, how would you look if you felt despondent.

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Action Responses


Hand signals.

- Use thumbs up/thumbs down to indicate yes/no or agree/disagree.
- Level of Understanding indicated with hand: Good - forehead; OK - neck; Poor - stomach.

OR

- Write items on the board/overhead and number them.
Language Arts: 1. elated 2. intention 3. reluctant
Science: 1. Shield 2. Composite 3. Cinder cone
- Ask a question. Have students form answers on their desks.
- When adequate thinking time has been given, have students hold up their hands showing responses.

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Active Participation - *Passage Reading*

■ Silent Reading

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students' reading. Have them whisper-read to you.
- Pose post reading question.

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Active Participation - *Passage Reading*


■ Choral Reading

- Read selection with your students.
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”

■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.
(Excellent practice when you need to read something quickly.)

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Active Participation - *Passage Reading*

■ Individual turns

- Best used in small group settings
- If used in large group settings,
 - Assign each student a paragraph or a number of paragraphs.
 - Give time for rehearsal and practice. Allow them to ask classmates for unknown words.
 - Have students stand and read section without being called on.
- OR
 - Utilize the “we” or “me” option.

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Active Participation - *Passage Reading*


- **Partner Reading**

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).
- **Coach** corrects errors.
 - Ask - *Can you figure out this word?*
 - Tell - *This word is _____. What word?*
 - Reread the sentence.*

- **Alternatives to support lowest readers**

- Lowest readers placed on a triad and read with another student.
- First reader (better reader) reads material.
Second reader reads the SAME material.
- Partners allowed to say "me" or "we".

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Which of these practices could you use in your classroom?

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